

11TH
CLASS
NOTES

NEW SYLLABUS 2025-2026



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Chapter No. 01

Khatam-un-Nabiyeen Hazrat Muhammad (S.A.W)

Q1. Reflect on the lasting legacy of Rasoolullah as mentioned in the text. How does his life and mission continue to inspire people across different cultures and societies today?

Ans: Rasoolullah's (S.A.W) life inspires people with mercy, truth, and justice. His teachings guide all cultures to live honestly and peacefully.

Q2. What was the importance of Rasoolullah (S.A.W)'s involvement in the Hilf al-Fudul? How does this event show his (S.A.W) commitment to justice?

Ans: His (S.A.W) role in Hilf al-Fudul showed love for justice. He helped the oppressed and proved his lifelong stand for fairness and human rights.

Q3. How did Hazrat Khadijah (R.A) support Rasoolullah (S.A.W) both emotionally and financially? Why was her support crucial during the early years of his mission?

Ans: Hazrat Khadijah (R.A) supported him (S.A.W) with love and money. Her help gave him strength during the tough early years of his mission.

Q4. What was the Charter of Madinah, and how did it create a new system of governance that promoted fairness and equality?

Ans: The Charter of Madinah gave equal rights to all and built a fair system with justice, peace, and freedom for Muslims and non-Muslims.

Q5. Why was the Hijrah (migration) from Makkah to Madinah so important for the growth of Islam? How did it change the course of history?

Ans: Hijrah gave Muslims safety to practice Islam. In Madinah, Islam grew strong, marking a major turning point in Islamic history.

Q6. Why do you think the writer focuses on values like mercy, justice, and equality in Rasoolullah's (S.A.W) life? What might be the writer's intention or point of view behind selecting these aspects?

Ans: The writer shows these values to highlight Rasoolullah's (S.A.W) true character and Islam's peaceful message of justice, unity, and mercy for all.

Q7. In his (S.A.W) final sermon, Rasoolullah (S.A.W) spoke about the core tenets of Islam. How can his (S.A.W) message be understood as a universal call for justice, equality, and moral integrity?

Ans: In his last sermon, he stressed equality and piety. He called all people equal, giving a universal message of justice and respect.

Q8. Describe the significance of the Conquest of Makkah. How did Rasoolullah's (S.A.W) decision to declare general amnesty demonstrate his (S.A.W) magnanimity and vision for a unified society?

Ans: At Makkah's conquest, Rasoolullah (S.A.W) forgave enemies, showing mercy and unity. This act proved that forgiveness builds peace more than revenge.

Chapter No. 02

Responsibility of the Youth in Nation-Building

Q1. How does Quaid-e-Azam describe the transformation that came with the independence of Pakistan? Why does he stress the importance of understanding its implications?

Ans: Quaid-e-Azam says independence broke slavery's chains, giving Pakistanis a sovereign state and duties. He advises graduates to use freedom responsibly and unite for a strong nation.

Q2. Discuss the contrast he draws between the militant spirit of pre-independence days and the constructive spirit required in a sovereign state. Why is the latter more challenging?

Ans: Before independence, militant spirit and sacrifice won freedom. Now, building a stable state requires patience, planning, and cooperation—harder than fighting.

Q3. Discuss how two of the speaker's main ideas—youth's responsibility and economic self-reliance—interact with one another. How does this interaction help reinforce the overall message of the text? Use at least two textual references.

Ans: The speaker says that the youth must study to serve the State and pursue commerce and industry. Together, education and economic self-reliance strengthen Pakistan's progress.

Q4. Explain the significance of the speaker's criticism of the colonial education system. What mindset did it create among students?

Ans: Quaid-e-Azam criticizes the old system for creating a clerk mentality. He urges the students to develop skills or starting enterprises.

Q5. Why does Quaid-e-Azam discourage the pursuit of government service as the sole ambition of graduates? What problems does he foresee with this trend?

Ans: He warns that government jobs are limited and often poorly paid. This phenomenon causes frustration and make youth targets of selfish exploiters.

Q6. What does Quaid-e-Azam mean when he says that 'freedom does not mean license'? Explain in your own words.

Ans: 'Freedom does not mean license' means freedom comes with responsibility. People must balance personal desires with the nation's welfare and follow laws.

Q7. How does the idea of responsible citizenship connect with the idea of self-reliance and career diversification? Discuss how Quaid-e-Azam develops both ideas throughout his speech.

Ans: According to Quaid-e-Azam, responsible citizenship needs education and skill-building. Economic self-reliance via diverse careers helps youth contribute to Pakistan's growth.

Q8. Track the development of the speaker's argument about government jobs and their impact on the mindset of the youth. How does this idea evolve and support the broader message about nation-building?

Ans: Quaid-e-Azam shows how colonial rule pushed graduates to clerical jobs, limited and harsh. He urges commerce and industry as better alternatives for nation-building.

Chapter No. 03

A Bird Came Down the Walk

Q1. Identify an example of personification in the poem. How does this device enhance your understanding of the bird?

Ans: The line 'He stirred his Velvet Head like one in danger, Cautious,' gives the bird human-like caution. This helps us see the bird as aware and careful, like a person sensing danger.

Q2. Discuss the metaphor in the final stanza, where the bird's flight is compared to 'Oars divide the Ocean.' What effect does this comparison create?

Ans: The metaphor compares the bird's flight to gentle oars moving through water. It creates a peaceful and smooth image, showing how gracefully the bird flies away.

Q3. Find a simile in the poem and explain its significance in the overall imagery.

Ans: The simile 'They looked like frightened Beads' compares the bird's eyes to beads. This highlights the bird's fear and cautious nature.

Q4. How does Dickinson use visual imagery to describe the bird's actions? Provide examples.

Ans: 'He bit an Angeworm in halves' creates a clear image of the bird eating. 'Rowed him softer home' makes us imagine a smooth, gentle flight. These images evoke both the harshness and grace of nature.

Q5. What is the effect of the tactile imagery in the phrase 'He stirred his Velvet Head'? How does it contribute to the tone of the poem?

Ans: The phrase creates a soft, delicate feeling. It adds a gentle and cautious tone, making the bird seem sensitive and alert to danger.

Q6. How does the mood shift from the beginning to the end of the poem? What words or phrases help create this shift?

Ans: The poem starts with simple, calm descriptions but ends with graceful movement. The phrases 'hopped, sidewise' and 'rowed him softer home' create this shift.

Q7. What do you think Dickinson is trying to convey about the relationship between humans and nature? Support your answer with evidence from the poem.

Ans: The poem shows that nature is both beautiful and cautious of humans. The bird does not accept the speaker's food, showing a distance between people and wild creatures.

Q8. How does the bird's decision to fly away rather than accept the crumb reflect broader themes of freedom and independence?

Ans: Instead of taking food, the bird chooses to stay independent and fly away peacefully. It shows that nature moves at its own will, untouched by human influence.

Q9. How does the poem explore the concept of natural beauty versus natural brutality? Give specific examples from the text.

Ans: The poem shows both beauty ('rowed him softer home') and brutality ('bit an Angeworm in halves'). Nature is graceful but also harsh in survival.

Q10. What is the significance of the speaker observing the bird without the bird's knowledge? How does this affect the tone of the poem?

Ans: The speaker watches quietly, making the poem feel peaceful and gentle. It shows nature's beauty in its purest form, without human interference.

Chapter No. 04

Team Moon

Q1. Why does the author choose to focus on the seamstresses at Playtex (Section 2) when discussing the Apollo 11 mission? What significance do their contributions hold in the broader context of the mission?

Ans: The author highlights seamstresses because they made the spacesuits, which were crucial for astronaut safety. This shows that even unseen efforts played an essential role in Apollo 11's success.

Q2. How does the setting of Mission Control (Section 4) shape the actions and decisions of the flight controllers? In what ways does the environment contribute to the tension and resolution of key moments in the story?

Ans: Mission Control's intense setting forced flight controllers to act quickly. The tense environment added urgency during problems and helped ensure success with the Moon landing.

Q3. What impact do the words like 'tension,' 'critical,' and 'overloaded' (Section 4) have on the tone of the narrative? How does the author's choice of language enhance the urgency and drama of the events?

Ans: Words like 'tension' and 'critical' add urgency and drama. The author's language shows the mission's high risks and makes the reader feel the pressure faced by the team.

Q4. What would be the impact if 'Team Moon' had focused solely on the astronauts' perspectives instead of highlighting the contributions of all 400,000 people involved? How would this change the narrative's message?

Ans: If only astronauts were focused on, other contributors would be ignored. The story's message of teamwork and shared success would weaken.

Q5. What is the author's purpose in highlighting the lesser-known contributors to Apollo 11 (Section 6)? How does this focus challenge the traditional narrative of space missions that often centres solely on astronauts?

Ans: The author highlights lesser-known contributors to show the mission was a team effort. This challenges the usual focus on only astronauts.

Q6. What might have happened if the engineers at NASA had failed to solve a key problem with the Saturn V rocket (Section 3)? How would this have affected the outcome of the Apollo 11 mission?

Ans: If engineers hadn't solved key problems, the rocket might have failed to launch. Apollo 11 could have failed entirely.

Q7. How can you summarise the main points of 'Team Moon' in a way that captures the essence of the teamwork and collaboration without losing key details?

Ans: 'Team Moon' shows how engineers, seamstresses, and others worked together. It emphasizes teamwork and shared goals behind Apollo 11's success.

Q8. How would you create a diagram, a flowchart, mind-map to visually represent the key ideas of teamwork, innovation, and perseverance from 'Team Moon'? What elements would you include to ensure it reflects the text accurately?

Ans: I'd make a mind map with teamwork, innovation, and perseverance. Each would have examples like seamstresses, engineers, and Margaret Hamilton to reflect the text clearly.

Chapter No. 05

Impact of Global Warming on Pakistan

Q1. What makes Pakistan particularly vulnerable to the impacts of global warming?

Ans: Pakistan's diverse geography, agriculture reliance, and urban growth expose it to heatwaves, floods, and water shortages.

Q2. How does rising temperature affect urban areas like Karachi?

Ans: Heatwaves intensify in cities like Karachi due to trapped heat from buildings and roads, causing health issues and deaths.

Q3. What is the connection between glacial melting and water scarcity in Pakistan?

Ans: Rising temperatures cause glaciers to melt faster, leading to floods first but water shortages later. This threatens agriculture and drinking water supply.

Q4. Why are extreme weather events becoming more frequent in Pakistan?

Ans: Climate change has disrupted global weather patterns, causing more floods, droughts, and cyclones. Urbanization and deforestation make these disasters worse.

Q5. How does global warming impact Pakistan's agriculture sector?

Ans: Agriculture is highly dependent on water and stable temperatures. Global warming causes unpredictable rainfall, droughts, and lower crop yields. By 2050, wheat production may drop by 8-6%, affecting food security.

Q6. Why is it important for Pakistan to implement the Heatwave Management Plan under SDG13?

Ans: The Heatwave Management Plan provides early warnings and public awareness. It helps people stay safe during extreme heat.

Q7. What role does Pakistan's reliance on agriculture play in its vulnerability to climate change?

Ans: As climate change reduces water supply and increases droughts, it makes farming difficult. Food shortages and economic losses can follow.

Q8. Can limited financial and technical resources hinder Pakistan's ability to adapt to climate change?

Ans: Without funds and technology, Pakistan struggles to fight climate change. Poor infrastructure and planning make problems worse.

Chapter No. 06

The Echoing Green

Q1. What activities are taking place on the echoing green?

Ans: Children are playing happily on the green field, enjoying games and fun in the fresh air. Birds are singing, and the sound of church bells fills the air.

Q2. How does Blake portray the relationship between nature and human life in the poem?

Ans: Blake shows that nature and human life are closely linked. The rising sun, singing birds, and green field make people feel joyful and alive.

Q3. What role do the 'old folk' play in the scene described? How does their presence add to the poem's meaning?

Ans: The old people sit under the tree and laugh as they watch the children play. They remember their own youth and feel joy in seeing the next generation.

Q4. What is the significance of the shift from lively activity to quietness as the poem progresses?

Ans: The poem starts with joyful playing but ends with calm and rest as the day ends. This change reflects how life begins with energy and ends with peace.

Q5. How might the 'echoing' of the green symbolise memory or continuity between generations?

Ans: 'Echoing' means repeated sounds, like memories through time. It shows childhood joys passing through generations, as the green field holds laughter of both past and present.

Q6. How does the imagery in the poem contribute to the tone and mood of the scene depicted?

Ans: The poem's images of birds, sunshine, and happy children create a cheerful and peaceful mood. As the sun sets, the tone becomes soft and calm. These images help readers feel the beauty and flow of time.

Q7. In what ways does the poem reflect the themes of innocence and the passage of time?

Ans: Playful children show innocence, while elders and sunset reflect time's passing. Together, they show life's journey from carefree childhood to old age and change.

Q8. How might the poem be interpreted as a reflection on the cycles of life and the natural world?

Ans: The poem moves from morning to evening, like life from youth to old age. It shows play, rest, and memory as parts of nature's cycle of beginning, growth, and end.

Chapter No. 07

What You Do is What You Are

Q1. Why does the author describe the way society defines people by their jobs as peculiar?

Ans: The author finds it peculiar because society values people only based on their jobs and ignores their other qualities or contributions.

Q2. Provide two examples the author uses to show how individuals are judged based on their employment status or past jobs.

Ans: One example is Tony, who is always called a 'retired teacher' even though he volunteers. Another is Larry, who is called a 'laid-off auto worker' despite doing odd jobs.

Q3. What does the phrase 'cast in bronze' symbolise in the context of the text?

Ans: It means being honoured forever. It shows people are remembered for high-status jobs, not for their kindness.

Q4. The author mentions certain professions like 'just a housewife' or 'just a janitor'. What is the critique behind these labels and what point is the author trying to make?

Ans: The word 'just' makes helpful jobs seem small. The author says housewives and janitors also have real value.

Q5. In what way does the author suggest that children should be taught to understand respect and job roles in society?

Ans: The author says children should learn that some jobs get more respect than others. This helps them think wisely.

Q6. What is McWhirter's tone? Illustrate it with few words and phrases that establish the tone.

Ans: McWhirter's tone is critical, thoughtful and ironic. Words like 'just a housewife' and 'cast in bronze' show her irony.

Q7. Why does the author state that no one is ever described as 'just' a vice-president? What does this reveal about how society values certain jobs?

Ans: The author says no one is ever called 'just' a vice-president because it is a respected job. It shows society values only high-status jobs, not others.

Q8. Do you agree with the writer's view that society unfairly defines people by their jobs or employment status? Why or why not?

Ans: Yes, I agree that society judges people by jobs and not by effort or character. This is unfair.

Chapter No. 08

Clean Water

Q1. The author uses cause-effect frequently throughout the text. Choose one instance and explain how this pattern helps the reader understand the seriousness of water-related issues.

Ans: The author writes about how mistreating water causes the whole ecosystem to suffer. This shows how human actions directly hurt both people and nature, making the issue feel urgent.

Q2. Identify a paragraph where the writer presents a problem-solution structure. Do you think the solution offered is realistic and achievable in the context of Pakistan? Justify your response.

Ans: The writer identifies water pollution as a problem and suggests clean water policies as a solution. In Pakistan's context, this is possible but needs funding, awareness, and strong implementation.

Chapter No. 09

Freedom

Q5. If you were in the poet's position, how would you express your demand for freedom? Write a short paragraph.

Ans: I would say: I live, work, and dream here. I won't wait anymore. I deserve to be free and treated equally—today, not tomorrow.

Q6. In the first stanza, Hughes states that freedom will not come through 'compromise and fear.' Why do you think the poet uses these words specifically? What might this say about his opinion on the current political or social climate at the time the poem was written?

Ans: The poet says compromise and fear stop real change. He saw unfair systems and wanted people to be brave for true freedom.

Q7. The poem includes several contrasts between the speaker's view on freedom and the more passive stance of others (e.g., 'Let things take their course'). How does this contrast add to the power of the speaker's argument for immediate action?

Ans: The contrast shows other people accept waiting, but the poet demands action. This difference makes his message stronger and more urgent.

Q8. Find an example of repetition, enjambment, and a metaphor in the poem. Explain how each of these literary devices contributes to the overall meaning and impact of the poem.

Ans: Repetition: 'I want my freedom' — It shows how strong and clear the poet's demand is. Enjambment: 'I do not need my freedom when I'm dead / I cannot live on tomorrow's bread.' — It keeps the flow and builds emotion. Metaphor: 'Freedom is a strong seed' — It means freedom is powerful and grows from deep need. These devices make the poem more powerful and emotional.

Chapter No. 10

The Punishment of Shahpesh, the Persian, on Khipil, the Builder

Q1. What is the central message conveyed through the fate of Khipil, and how is it relevant to people who rely more on words than actions?

Ans: The central message is that relying on words without action can lead to failure. Khipil's fate teaches that true success comes from work, not just talk.

Q2. How does Shahpesh use sarcasm and irony in his treatment of Khipil, and what does this reveal about his leadership style?

Ans: Shahpesh uses sarcasm by praising Khipil's failures, showing his clever, humorous way to expose mistakes without direct punishment.

Q3. How does Khipil's character evolve from the start of the story to the end? Does he become more fearful, defiant, or resigned? Provide examples.

Ans: Khipil starts proud and confident but becomes fearful and resigned after punishment. He obeys without protest, showing fear and hopelessness.

Q4. How does the setting of an unfinished palace function symbolically to reflect Khipil's incompetence and the consequences of idle talk?

Ans: The unfinished palace symbolizes Khipil's incompetence and how idle talk causes failure, chaos, and humiliation.

Q5. Shahpesh uses a metaphor about the farm servant who failed to sow seeds. What does this metaphor reveal about his perspective on Khipil's work?

Ans: The metaphor shows Shahpesh views Khipil's talk as empty and work as useless, like praising weeds instead of crops.

Q6. How does the story begin (exposition), and what key information do we learn about Shahpesh and Khipil?

Ans: The story begins with Shahpesh inspecting Khipil's unfinished palace after four years; Shahpesh is calm but sharp, Khipil skilled but talkative.

Q7. Discuss the style of the story. How does the use of elevated, poetic language and classical storytelling techniques e.g., fables, satire, embedded poetry contribute to the story?

Ans: The story's poetic language and classical style give wisdom and humor, using satire and poetry to teach moral lessons entertainingly.

Q8. How do humour, wit, and satire often serve as methods of storytelling to comment on social and political issues?

Ans: Humour, wit, and satire make serious social points entertaining and encourage reflection by revealing truths and consequences through laughter.

Chapter No. 11

Those Winter Sundays

Q1. What do you think is Robert Hayden's attitude towards the father's sacrifices in the poem?

Ans: Robert Hayden shows deep respect and regret. He realizes how hard his father worked for him. He feels sorry that he never thanked him.

Q2. How does the speaker's viewpoint change from childhood to adulthood? Support your answer with evidence from the text.

Ans: As a child, the speaker didn't understand his father's love. As an adult, he says, 'What did I know...' showing regret. He now sees those acts as love.

Q3. Do you think the poet is critical of his younger self? Why or why not?

Ans: Yes, he is critical of his younger self. He feels bad for not noticing his father's efforts.

Q4. How does Robert Hayden use imagery and symbolism to convey complex emotions in the poem?

Ans: He uses cold and fire to show emotions. 'Blueblack cold' shows hardship and loneliness. Winter shows emotional distance. 'Cracked hands' highlight the harsh conditions and the father's sacrifices.

Q5. Find an example of personification in the poem and explain its effect.

Ans: 'Hear the cold splintering, breaking' is personification. The cold is given human actions. This makes the cold feel strong and painful.

Q6. Why is the poem written in free verse? How does this enhance its meaning?

Ans: Free verse feels natural and personal. It matches the quiet, real-life feelings in the poem. There is no strict pattern, like life and love.

Q7. Explain the significance of the title 'Those Winter Sundays'. Why does the poet use the plural form 'Sundays'?

Ans: The title shows many Sundays passed with silent love and care. The word 'Those' shows the son remembers repeated sacrifices and feels emotional distance from his father in the past.

Q8. Why does the speaker use the term 'blueblack cold' to describe the winter morning?

Ans: 'Blueblack cold' shows the morning was very harsh because of freezing cold. It also gives a feeling of pain and sadness. It matches the mood of the poem.

Chapter No. 12

The Impact of AI on Society, Human Relationships, and Ethics

Q1. Can AI replicate true human creativity? What aspects of creativity might AI struggle with?

Ans: AI can create content, but it lacks emotions and imagination. It struggles with originality and deep expression.

Q2. How can society balance AI-driven job loss with new job opportunities? What new jobs might AI create?

Ans: Society must teach new skills like AI and data. AI creates jobs in tech, ethics, and support.

Q3. How might AI affect human emotions and social interactions? Can it improve or harm our well-being?

Ans: AI helps connect online but may increase loneliness and reduce real communication if overused.

Q4. What ethical guidelines should govern AI use? Who is responsible for ensuring these standards?

Ans: AI must follow fairness, privacy, and accountability. Governments, companies, and developers must ensure safe use.

Q5. Can AI replace human teachers? What limitations does AI have in education?

Ans: AI helps in learning, but lacks emotions. Human teachers are needed for care and guidance.

Q6. What might be some long-term consequences if AI continues to replace human workers in various sectors? How should society address these challenges?

Ans: AI may cause unemployment and social issues. Society must offer training and tech-based jobs.

Q7. What are the long-term effects of AI on society? Will humans and AI coexist or will AI surpass human capabilities?

Ans: AI will continue to change society by making life easier. If used wisely, humans and AI can work together. But if uncontrolled or misused, AI may exceed human abilities in some areas.

Q8. What will be the impact of AI on human relationships? Can AI truly understand emotions?

Ans: AI can help us stay connected online, but it cannot feel or fully understand emotions. Human relationships need love, care, and empathy — things AI cannot replace.

Chapter No. 13

Ruba'iyat**Q1. What does Allama Muhammad Iqbal mean by describing faith as being 'God-drunk'?**

Ans: Iqbal means a 'God-drunk' person is filled with Allah's love, fears no one, and bravely faces the world through strong faith.

Q2. Why does the poet claim that having no faith is 'worse than slavery'?

Ans: Faithless people are worse than slaves. Slavery harms the body, but no faith destroys the soul and makes life purposeless.

Q3. How does Allama Muhammad Iqbal contrast 'music of strange lands' with 'Islam's fire'?

Ans: Iqbal shows that Islamic spirit can mix with any culture and create unity. But Europe lacks this because it doesn't follow God's path.

Q4. What phrases show Allama Muhammad Iqbal's view of European civilization as spiritually empty?

Ans: 'Empty of concord' and 'To no Makkah it does not follow' show Islamic guidance is absent in Europe.

Q5. How does the poet portray the spiritual condition of contemporary Muslims?

Ans: The poet says today's Muslims are divided, cold in prayer, weak in faith, and love neither Allah nor Islam truly.

Q6. Identify and explain two metaphors used to describe Muslim decline.

Ans: 'Love's madness is gone' shows lost passion, and 'blood runs thin' shows lost strength. These metaphors show Muslims have lost divine love and inner power.

Q7. How does the concept of 'Love's madness' relate to Allama Muhammad Iqbal's idea of Khudi (selfhood)?

Ans: Love's madness gives Khudi strength. Without love, Khudi dies. It is divine love that makes one brave and willing to sacrifice.

Q8. Do you agree with Allama Muhammad Iqbal's diagnosis of modern spiritual problems? Why?

Ans: Yes, Iqbal is right. Muslims have lost faith, unity, and love for Islam. Western ways weakened them. True strength lies in God's love and Islamic brotherhood.

Chapter No. 14

The End of the Beginning

Q1. In what ways does the play critique traditional gender roles, especially concerning domestic work?

Ans: The play shows domestic work isn't only for women. Darry fails when he tries, proving skill matters more than gender. It challenges the belief that housework is a woman's job.

Q2. Do you think the play suggests that certain tasks are gender-specific, or does it emphasize the importance of experience over gender? Explain your answer.

Ans: The play shows that experience matters more than gender. Darry tries to do Lizzie's work but keeps failing. This proves that with skill and practice, anyone can do any job.

Q3. How does Darry's overconfidence serve as a lesson for the audience? What might the playwright be trying to teach about pride and humility?

Ans: Darry mocks Lizzie's work and thinks he is better, but he fails and suffers. This shows pride leads to failure. The play teaches us to be humble and value others.

Q4. Do you think the farcical elements of the play are effective in conveying a deeper message? Why or why not?

Ans: Yes, the funny scenes help to show a deep message in a light way. The audience laughs but also thinks. It makes the lesson easy to understand.

Q5. The play uses humour to explore serious themes. Do you believe that comedy is an effective medium for addressing social issues? Why or why not?

Ans: Yes, comedy is a smart way to show social issues. It helps the message go deeper without feeling heavy. Humour can change hearts softly.

Q6. How might the play's themes be relevant to contemporary audiences? Are the issues raised still present in today's society?

Ans: Yes, the themes still matter today. Many people still believe some tasks are only for men or women. The play promotes equality. These issues still exist in today's world.

Q7. What role does the humour play in the play? How does it contribute to the plot and character development?

Ans: Humour shows Darry's foolishness and pride. It keeps the story fun and fast. It helps show the true nature of characters. Humour moves the plot and builds the characters.

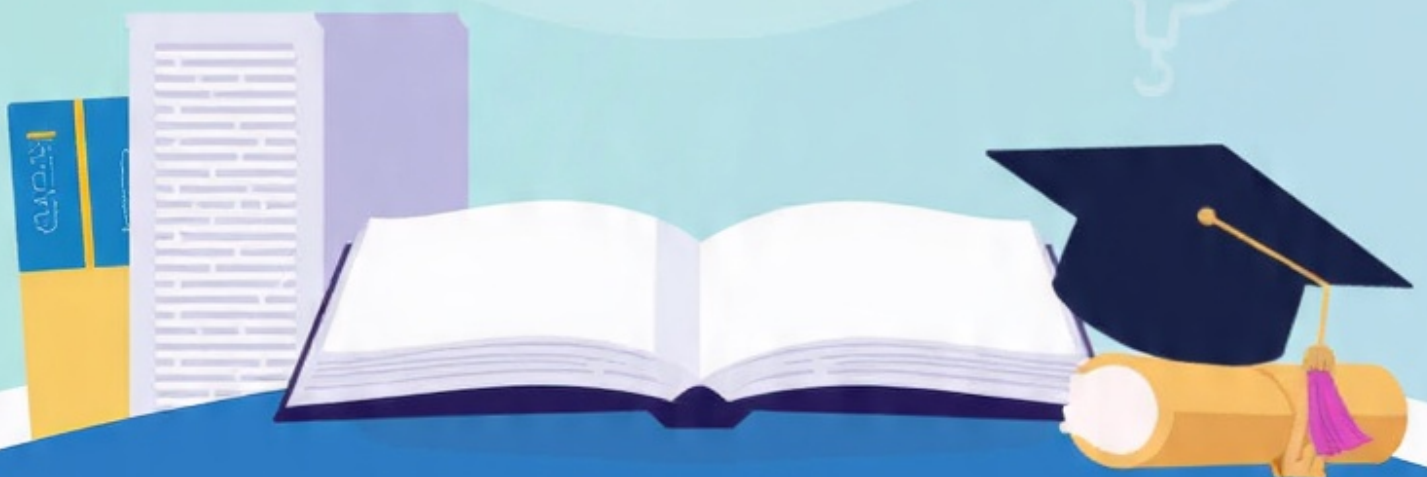
Q8. What is the significance of Darry's mistakes and failures in the play?

Ans: Darry's failures show that work is not always easy. His pain teaches him and the audience. It proves pride causes harm. This is the main lesson of the play.

11th **CLASS NOTES**

New Syllabus 2025-2026

Punjab Board (PECTA)



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